

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester B 2017 /18**

Part I Course Overview

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| Course Title: | Family-based Service and Family Practice |
| Course Code: | SS5822 |
| Course Duration: | 1 Semester |
| Credit Units: | 3 |
| Level: | P5 |
| Medium of Instruction: | English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires. |
| Medium of Assessment: | English |
| Prerequisites: <i>(Course Code and Title)</i> | NIL |
| Precursors: <i>(Course Code and Title)</i> | NIL |
| Equivalent Courses: <i>(Course Code and Title)</i> | NIL |
| Exclusive Courses: <i>(Course Code and Title)</i> | NIL |

Part II Course Details

1. Abstract

This course aims to examine the theory and practice of family counselling, with an emphasis on models of family development and major approaches to intervention with diverse families. Students will learn to think systemically about families across multiple ecological systems, and identify the crucial epistemological issues in both theoretical and applied areas of family in Chinese culture. The ability to assess family dynamics—including rules, interactional styles, and coalitions—is stressed to help the students develop effective counseling or treatment plans. The course blends didactic and experiential learning for the purpose of providing the students with the opportunity to develop skills and connect them to the appropriate knowledge base.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|--|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Identify conceptions of family, major family therapies and approaches in analyzing family cases, making on-going assessment and devising effective intervention. Classify with family systems, subsystems, structure, roles and functioning in Chinese culture and localized contexts. | 30% | | √ | √ |
| 2. | Apply relevant concepts and skills for working with particular kinds of clients and families suffering from particularly presenting problems, such as addictions, violence, suicide, poverty, divorce/remarriage and illness. | 30% | | √ | √ |
| 3. | Recognize self-qualities and impacts from one's family system. Make accurate family case analyses and design an effective intervention based on related family therapies for achieving specific counselling goals. | 40% | √ | √ | √ |
| | | 100% | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | Hours/week (if applicable) |
|-----|--|----------|---|---|----------------------------|
| | | 1 | 2 | 3 | |
| 1. | <u>Lecture and Online Learning:</u> Textbooks and recommended readings per week | √ | √ | √ | |

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| | before each lecture, and online Blackboard learn to provide comments, clarifications, responses, debates, discussions, reviews of teaching and readings. | | | | |
| 2. | <u>Hypothetical Scenario and Genogram:</u> Offer hypothetical scenarios and indigenous family cases in Chinese society through selected Radio Television Hong Kong (RTHK) television programmes. Draw family genogram on family structure and systems on each particular case. | √ | √ | | |
| 3. | <u>Video Demonstration:</u> Examine video demonstration by experts from major family models and transcriptions of counselling conversations to discern how family therapies find expression in practice. | √ | √ | | |
| 4. | <u>Live Demonstration and Skill Practice:</u> Practice and apply family therapies and skills through experiential role-playing and lecturer's live demonstration. Students can collect lecturer and peers' feedbacks and comments on their skill practice. | √ | √ | √ | |
| 5. | <u>Student Presentation:</u> Student presentations to consolidate knowledge and develop applicability of family therapies and models as well as family counselling practice. | √ | √ | √ | |
| 6. | <u>Class Discussion:</u> Classroom discussions organized around intellectual input given in mini-lectures. | √ | √ | √ | |
| 7. | <u>Out-of-classroom Reflective Exercise and Behavioural Assignment:</u> Weekly optional out-of-classroom reflective exercises and behavioural assignments in daily life practice. | √ | | √ | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | Weighting | Remarks |
|--|----------|---|---|-----------|---------|
| | 1 | 2 | 3 | | |
| Continuous Assessment: <u>100</u> % | | | | | |
| <u>AT1: Student Presentation:</u> 6 persons as a group to present a family counselling case in class, students should make clear and accurate family case analysis with relevant theoretical frameworks, formulating precise and exact possible hypotheses and demonstrating appropriate on-going assessment. | √ | √ | √ | 10% | |
| <u>AT2: Experiential Role-playing and Interaction:</u> Students are expected to involve in experiential role-play, practical exercises and group discussions. Observe and provide constructive feedbacks and comments to other's practice and demonstration. | √ | √ | √ | 10% | |
| <u>AT3: Video Demonstration and Reflective Paper:</u> 6 persons as a group to demonstrate a family counselling case: (a) Video: Present a family case background in 5 – 10 minutes and demonstrate a family counselling session in 30 – 40 minutes; (b) Individual reflective paper (1,500 words): | √ | √ | | 30% | |

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|---|---|--|---|------|--|
| Students are required to analyze and discuss the counselling process and the effectiveness of applying selected theories and models in the family case. Students should make justifications for the analysis and discussion through presenting relevant and significant dialogues in the counselling process. | | | | | |
| <u>AT4: Term Paper:</u> A term essay with 3,500 words focuses on a specific theme or a problem of your family background. Adopt related theories and models to analyze the particular family structure and dynamics. Share gained insights and limitations, and suggest the areas of self-enhancement and improvement. | √ | | √ | 50% | |
| Examination: ____% (duration: _____, if applicable) | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|--|---|--------------------------|---------------------|---------------------|-----------------|------------------------------------|
| 1. Student Presentation | Ability to present a family counselling case and make clear and analysis with relevant theoretical frameworks, formulating precise and exact possible hypotheses and demonstrating appropriate on-going assessment. | high | significant | moderate | marginal | Not reaching the marginal standard |
| 2. Experiential Role-playing and Interaction | Ability to involve in experiential role-play, practical exercises and group discussions, to observe and provide constructive feedbacks and comments to other's practice and demonstration. | high | significant | moderate | marginal | Not reaching the marginal standard |
| 3. Video Demonstration and Reflective Paper | Ability to demonstrate a family counselling case in video, with case background and demonstration of a family counselling session Ability to analyze and discuss the counselling process and the effectiveness of applying selected theories and models in the family case. | high | significant | moderate | marginal | Not reaching the marginal standard |
| 4. Term Paper | Ability to focus on a specific theme or a problem of your family background, to adopt related theories and models to analyze the particular family structure and dynamics, to share gained insights and limitations, and suggest the areas of self-enhancement and improvement. | high | significant | moderate | marginal | Not reaching the marginal standard |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Family role, family development, family functioning, family systems, family relationships, subsystems, transactions, symptoms, boundaries, power, stress, loyalty, alliances, coalition, family dynamics, family therapies, family models, communication roles, family counselling, hypothesis formulation, on-going assessment, evidence-based outcome, and family intervention.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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| 1. | Asmussen, K. (2011). <i>The evidence-based parenting practitioner's handbook</i> . New York: Routledge. |
| 2. | Barnes, G. G. (2004). <i>Family therapy in changing times</i> (2nd ed.). NY: Palgrave Macmillan. |
| 3. | Blume, T. W. (2006). <i>Becoming a family counselor: A bridge to family therapy theory and practice</i> . Hoboken, NJ: Wiley & Sons. |
| 4. | Collins, D., Jordan, C., & Coleman, H. (2013). <i>An introduction to family social work</i> (4th ed.). Brooks/Cole. |
| 5. | Goldenberg, I., & Goldenberg, H. (2013). <i>Family therapy: An overview</i> (8th ed.). CA: Thomson/Wadsworth. |

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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| 1. | Altstein, H., & McRoy, R. (2000). <i>Does family preservation serve a child's best interests?</i> Washington, D.C.: Georgetown University Press. |
| 2. | Burr, W.R., Marks, L.D., & Day, R.D. (2012). <i>Sacred matters: Religion and spirituality in families</i> . New York: Routledge. |
| 3. | Chan, K.L. (ed.) (2012). <i>Preventing family violence: A multidisciplinary approach</i> . Hong Kong: Hong Kong University Press. |
| 4. | Chua, A. (2011). <i>Battle hymn of the tiger mother</i> . New York: Penguin Press. |
| 5. | Corcoran, J. (2000). <i>Evidence-based social work practice with families: A lifespan approach</i> . NY: Springer. |
| 6. | Corcoran, J. (2003). <i>Clinical applications of evidence-based family interventions</i> . Oxford: Oxford University Press. |
| 7. | Crenshaw, W. (2004). <i>Treating families and children in the child protective system: Strategies for systemic advocacy and family healing</i> . NY: Brunner-Routledge. |
| 8. | Dembo, R., & Schmeidler, J. (2002). <i>Family empowerment intervention: Innovative service for high-risk youths and their families</i> . NY: Haworth. |
| 9. | Downs, S. W., Moore, E., McFadden, E. J., & Costin, L. B. (2000). <i>Child welfare and family services: Policies and practice</i> . Boston: Allyn & Bacon. |

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| 10. | Fine, M.A., Fincham, F.D. (2013). <i>Handbook of family theories: A content-based approach</i> . New York: Routledge. |
| 11. | Goldenberg, H., & Goldenberg, I. (2002). <i>Counseling today's families</i> . Pacific Grove, CA: Brooks/Cole. |
| 12. | Janzen, C., Harris, O., Jordan, C., and Franklin, C. (2006). <i>Family treatment: Evidence-based practice with populations at risk (4th ed.)</i> . Wadsworth Cengage Learning. |
| 13. | Johnson, S.M. (2004). <i>The Practice of emotionally focused couple therapy: Creating couple therapy (2nd ed)</i> . New York: Brunner-Routledge. |
| 14. | Kilpatrick, A. C., & Holland, T. P. (2006). <i>Working with families: An integrative model by level of need (4th ed.)</i> . Boston, Mass: Allyn & Bacon. |
| 25. | Landy, S., & Menna, R. (2006). <i>Early intervention with multi-risk families: An integrative approach</i> . Baltimore, MD: Brookes. |
| 16. | Lau, S. (1996). <i>Growing up the Chinese way: Chinese child and adolescent development</i> . Hong Kong: The Chinese University of Hong Kong Press. |
| 22. | Lightburn, A. & Sessions, P. (eds.) (2006). <i>Handbook of community-based clinical practice</i> . New York: Oxford University Press. |
| 17. | Lucyshyn, J. M., Dunlap, G., & Albin, R. W. (Eds.). (2002). <i>Families and positive behavior support: Addressing problem behavior in family contexts</i> . Baltimore, Md.: P.H. Brookes. |
| 18. | Maholmes, V., & King, R.B. (eds.) (2012). <i>The Oxford handbook of poverty and child development</i> . New York: Oxford University Press. |
| 19. | Maluccio, A. N., Pine, B. A., & Tracy, E. M. (2002). <i>Social work practice with families and children</i> . NY: Columbia University Press. |
| 20. | McCauley, C., Pecora, P.J., & Rose, W.E. (Eds.) (2006). <i>Enhancing the Well Being of Children and Families through Effective Interventions-International Evidence for Practice</i> . London and Philadelphia: Jessica Kingsley Publishers. |
| 21. | McGoldrick, M., Carter, B., & Preto, N.G. (2014). <i>The expanded family life cycle: Individual, family, social perspectives (4th ed.)</i> . Essex, United Kingdom: Pearson. |
| 22. | McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). <i>Genograms: Assessment and intervention</i> . New York: W.W. Norton. |
| 23. | Miller, G. A. (2003). <i>Incorporating spirituality in counselling and psychotherapy: Theory and technique</i> . NJ: J. Wiley. |
| 24. | Ng, K. S. (2003). <i>Global perspectives in family therapy: Development, practice, and trends</i> . NY: Brunner-Routledge. |
| 25. | Nichols, M. P., & Schwartz, R. C. (2013). <i>Family therapy: Concepts and methods (10th ed.)</i> . MA: Pearson/Allyn and Bacon. |
| 26. | Pecora, P.J., Whittaker, J.K., Maluccio, A.N.; Barth, R.P., & DePanfilis, D. (2009). <i>The child welfare challenge (3rd ed.)</i> . Piscataway, NJ: Aldine-Transaction Books. |
| 27. | Ritvo, E. C., & Glick, I. D. (2002). <i>Concise guide to marriage and family therapy (1st ed.)</i> . DC: American Psychiatric Publication. |
| 28. | Rothery, M. A., Roghery, M., & Enns, G. (2001). <i>Clinical practice with families: Supporting creativity and competence</i> . NY: Haworth. |
| 29. | Scheinkman, M. (2008). The Multi-level Approach: A Road Map for Couples Therapy. <i>Family Process</i> , 47, 197-213. |
| 30. | Walsh, F. (ed.) (2012). <i>Normal family process: growing diversity and complexity (4th ed)</i> . New York: Guilford Press. |

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| 31. | Walton, E., Sandau-Beckler, P., & Mannes, M. (Eds.). (2001). <i>Balancing family-centered services and child well-being: Exploring issues in policy, practice, theory, and research</i> . NY: Columbia University Press. |
| 32. | Unwin, P. & Hogg, R. (2012). <i>Effective social work with children and families</i> . London: Sage. |
| 33. | Young, K.P.H., & Fok, A.Y.L. (Eds.) (2005). <i>Marriage, divorce and remarriage: Professional practice in the Hong Kong cultural context</i> . Hong Kong: Hong Kong University Press. |